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ABSTRACT

The field of sport and lifestyle management (SLM) includes three major eras which parallel cycles of conflict or stages of growth, development, and decline outlined in research. A review of relevant literature and examination of the situation in both Canada and the United States indicate that in the future SLM should return to a goal of service and provide a program that would enable it to realize full growth from an occupation to a profession. The stages included in Wilensky's "Chronological Life History of a Profession/Discipline" (1970) are related to DLM: (1) demonstrating that a substantial number of people are doing full-time activity; (2) establishing training schools; (3) founding professional associations; (4) conducting political lobbying; (5) developing codes of ethics; and (6) accrediting, certifying, and licensing. SLM managers can contribute as administrators, educators, and change agent researchers to service a broader target population in the areas of recreation, leisure, fitness, and athletic/sport organizations. The paper makes recommendations for the future of SLM based on a study by the American Assembly of Collegiate Schools of Business. SLM and physical and health education administration needs professionally trained, competent physical educators, with administrative expertise in theory and practice, who recognize the long-term benefits of gaining professional status for their occupation. (Contains 39 references.) (SM)

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FROM ADMINISTRATIVE THEORY AND PRACTICE TO SPORT AND LIFESTYLE MANAGEMENT: PAST, PRESENT AND FUTURE

The field of sport management can be divided into three major eras which parallel the cycles of conflict or stages of growth, development and decline outlined by Stogdill (1959) and Katz and Kahn (1978). Wilensky's (1970) Chronological Life History of a Profession/Discipline is related to the field of sport and lifestyle management. Five stages are included: (1) demonstration of a substantial number of people doing full time activity that needs doing; (2) establishment of training schools; (3) foundation of professional associations; (4) engagement in political lobbying; (5) development of a code of ethics and (6) accreditation, certification and licensure. Finally, recommendations for the future of sport and lifestyle management are advanced. These are based on the study conducted by the American Assembly of College Schools of Business (AACSB) which are incorporated in the publication Management, Education and Development: Gift or Thrust in the Twenty-First Century? (Porter and MacKibbon, 1988).

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FROM ADMINISTRATIVE THEORY AND PRACTICE TO SPORT AND LIFESTYLE MANAGEMENT: PAST, PRESENT AND FUTURE

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After twenty years of intensive empirical research on a wide range of organizations and leaders including economic, maintenance, adaptive and political, Ralph M. Stogdill and his colleagues in the Ohio State Leadership Institute concluded that organizations and persons involved in them are quite similar in time and over time. Stogdill and his associates supported the theory that

> Organizations, if they survive for any length of time, exhibit cyclical periods of growth and decline. They often experience difficulties and hardship in the early stages of development, then exhibit a period of revitalization, reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken and experience increasingly serious difficulties. Under extreme deterioration they either dissolve, are absorbed, or become rejuvenated and start a new cycle.
>
> (Stogdill, 1959: 253)

There is additional substantiation for the theory of organizational patterns of growth and development in the work of Daniel Katz and Robert L. Kahn (1966) and their associates at the University of Michigan Survey Research Center and Institute for Social Research. Katz and Kahn's theory maintains that an organization goes through three stages: primary, stable and elaborate, and further that the concomitant subsystems that evolve are production-service, maintenance (for resource attainment and allocation) and management (for adjudication of conflict) adaptive (for research and development) and boundary (for input, output and public relations). (See Figure 1). What Katz and Kahn (1966) have to stated in The Social Psychology of Organizations holds true for the growth and development of a profession/discipline.

STOGDILL - CYCLES OF CONFLICT

1 TECHNICAL PROBLEMS

2 SUCCESS CONFLICT

3 CONFRONTATION ISSUES

KATZ AND KAHN - STAGES OF GROWTH

STAGE 1

PRIMARY

PRODUCTION
SERVICE

STAGE 2

STABLE

MANAGEMENT
ADJUDICATION
OF CONFLICT

MAINTENANCE
RESOURCE
ATTAINMENT AND
ALLOCATION

STAGE 3

ELABORATE

ADAPTIVE
RESEARCH
AND
DEVELOPMENT

BOUNDARY
INPUT/OUTPUT
PUBLIC
RELATIONS

FIGURE 1 - CYCLES AND STAGES

The field of organization and administration of physical and health education, or as it is more recently referred to, sport administration, sport management or sport and lifestyle management, can be divided into three major eras which parallel the cycles or stages referred to by Stogdill (1959) and Katz and Kahn (1978). Early in the first half of this century in the United States and the latter half of the century in Canada, courses in organization and administration of physical and health education were initiated by a dedicated group of university pioneers who carried the onerous role of educator, administrator and scholar.

The past two decades have been somewhat of Golden Era, with a proliferation of not only courses, but also the development of clusters or streams at the undergraduate and graduate level.

The 1990s and the dawning of the twenty-first century takes sport and lifestyle management into the Elaborate Era. According to Katz and Kahn (1978) this will require both boundary and adaptive subsystems. The boundary subsystem is for: (1) procurement of students, faculty and resources; (2) disposal function for the placement of graduates and (3) institutional relations with the larger community or society in general, since "any organization depends not only on the specific reception of its product, but on the support and legitimization of its activities by the larger social structure." (Katz & Kahn, 1978:75).

Finally, an adaptive subsystem is required to conduct research and development activities and to engage in evaluation and policy research.

The field of organization and administration of physical and health education has exhibited the cyclical periods of growth and decline predicted by Stogdill (1959:253). The periods of difficulty and hardships have been overcome, the field has been revitalized, reorganized and has seen growing achievement. It now seems to be in a period of peak achievement; however, it is susceptible to weakening and experiencing some increasingly serious difficulties. According to Stogdill, our field will either dissolve, be absorbed or become rejuvenated and start a new cycle based on its original goals and means. Organizational administration had its origins in physical and health education with a goal of service to a broad spectrum, including not only sport and athletics, but also physical activity and preventive health education. In the future we should return to that perspective by providing a program for sport and lifestyle management so that we can realize our full growth from an occupation to a full profession/discipline.

Chronological Life History of a Profession/Discipline

The ideal or typical characteristics of a so-called "profession" have been examined and analyzed by various authors. (Greenwood, 1957; Wilensky, 1964; Jackson, 1970; Moore, 1970; Friedson, 1973). Wilensky (Pavalko, 1970) in The Sociology of Work Groups suggests that there

are a number of commonly occurring steps that any work group must sequentially pass through as they evolve from the status of an occupation to that of a profession. Figure 2 - Chronological Life History of a Profession/Discipline - represents a consensus of these authors.

Substantial Full-Time Sport and Lifestyle Managers

Three critical features that appear to be necessary for the successful realization of the first phase of this model are (1) the demonstration of the importance of the activity, (2) the number of people involved and (3) the intensity of this involvement.

Physical and health activity and education programs, including sport/athletics and recreation, have been implemented in every highly industrialized nation in the world. Further, the demonstration of the importance of organization and administration of physical and health education programs and sport and athletic activities has been a long, ongoing problem and process. As pointed out by Paton (1987:25), no other subdiscipline within physical and health education, with the possible exception of exercise itself, has such a long history and tradition as physical education and sport administration/management which have been offered since 1890. By 1927 such courses were typically included in professional curricula throughout the United States (Elliott, 1963). The leaders in our field were those whose names are often associated with administration/management textbooks, and/or those who were recognized as significant practicing administrators - Williams, Brownell, Nash, Estlinger, Staley, and more recently, Alley, Frost, Wiley and Zeigler. (Paton, 1987:25). With one notable exception,

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PHASE	CHARACTERISTICS
ONE	DEMONSTRATION OF SUBSTANTIAL NUMBER OF PEOPLE DOING FULL-TIME ACTIVITY THAT NEEDS DOING
TWO	ESTABLISHMENT OF A TRAINING SCHOOL
THREE	FOUNDATION OF A PROFESSIONAL ASSOCIATION
FOUR	ENGAGEMENT IN POLITICAL LOBBYING
FIVE	DEVELOPMENT OF A CODE OF ETHICS
SIX	ACCREDIDATION/CERTIFICATION/LICENSURE

FIGURE 2 - CHRONOLOGICAL LIFE HISTORY OF A PROFESSION/DISCIPLINE

Canadian professors are absent from this list since physical and health education was not accepted as a degree program in Canada until after the Second World War.

A long history does not necessarily denote a history of acceptance. When the physical education profession began the great discipline debate in the 1960s in the United States and the 1970s in Canada, organization and administration as a potential subdiscipline would have been ignored or eliminated by many scholars within physical and health education. Earle Zeigler was instrumental in both the United States and Canada in having this field recognized. In reality, the greatest period of growth in the area of sport management has occurred over the past two decades. In the United States and also in Canada, a large number of programs, publications and graduate students were products of the 1970s. The boom in the development of sport and fitness managers was in part due to the fact that former university physical education training programs began to recognize that sports administration knowledge could provide valuable support to programs of sport and fitness, as well as academic justification within institutions of higher learning for additional faculty and facilities. In addition, sport associations recognized that training procedures could be better rationalized using the latest knowledge from sport administration along with exercise physiology, biomechanics, sport psychology/sociology and sports medicine. While there is a wide variety of qualitative and quantitative difference in sport and lifestyle management programs in the industrialized world, their importance was, for the most part, not questioned in the 1980s.

Sport and lifestyle management qualifies as a "activity that needs doing," to use Wilensky's term.

Substantial Numbers of Sport and Lifestyle Management Researchers

The successful implementation of sport and lifestyle management programs should also be based on the existence on substantial numbers of persons involved in the total process. Substantial numbers of involved persons are the direct result of the successful realization of the previous phase, since without some form of commitment for the necessity of organization and administration in physical and health education programs, no growth can occur.

Examination of the historical tendencies in the implementation of a profession demonstrates that growth very often is dependent upon a single individual who is charismatic, dynamic and industrious. Very often these leaders struggle arduously against considerable opposition, while surrounding themselves with dedicated disciples who become the seeds of the next expanding generation. This is exemplified in North America (both the United States and Canada) through the work of Earle Zeigler. There is hardly a person involved in sport and lifestyle management teaching, administration or research in Canada who was not one of his students, or was taught by one of his graduates or at the very least influenced by his prolific publications and presentations. He was the chief advisor or committee member to a number of Ph.D. graduates in sport administration who are now working in Canadian universities. Zeigler also was instrumental

in the recognition of the Cahper (Canadian Association for Health, Physical Education and Recreation) Administration Theory and Practice section and initiated the development and establishment of NASSM (North American Society for Sport Management).

Training Schools and Research Centres

Phase Two of the professionalization process in sport administration saw the establishment of appropriate institutions that could house organization and administration research activity, and more importantly, educate the next generation of practitioners, educators, and researchers.

A number of industrialized countries faced similar academic training decisions as Canada at the mid point of the century. Undergraduate programs in physical and health education, to say nothing of administrative theory and practice, were in embryo form. In most cases, this problem was solved by sending candidates abroad to study in other countries and to return with the most appropriate elements for their mother country. For example, Canadians studied mainly in the United States. Subsequently they returned to establish similar but specifically tailor-made administration and management programs in their own country. Canadians studied in the United States in the '50s through the '70s for advanced degrees in physical and health education and for the most part are still studying in the United States when it comes to terminal degrees in the area of sport administration/management. While our Canadian universities are honour-bound to accommodate students from around the world at all levels in physical and health education, human kinetics, kinesiology, etc., the subdisciplines such as physiology,

biomechanics and sport/social psychology, opportunities in the area of sport and lifestyle management have yet to be fully recognized at the Ph.D. level. A number of excellent undergraduate programs in organization and administration of physical and health education and sport management are offered in Canada and M.A. programs have developed nicely at a number of institutions. However, for the most part, we have been stymied at the doctoral level. Some Ph.D.'s have, are and will be offered in organization and administration at our Canadian universities, but these have been mainly by coattailing on other academic disciplines. Zeigler (1989) points out that "Alberta has a free hand now, as has Ottawa through a relationship with their Faculty of Education. Western and Windsor are seeking approval in the '90s through association with Business and Psychology, respectively." There can be no doubt, however, that until more terminal degrees are offered in sport and lifestyle management, or some other appropriate terminology, our field will not be fully realized.

It should be pointed out that the curricula in the United States and Canada differ markedly in subject matters selected, skills taught, methods employed and technology available. Opinions differ markedly on the relative merits of programs in sport and lifestyle management offered in the United States and Canada. For example Zeigler (1989) states, "My preliminary assessment is that we (Canada) are typically much better than the U.S. on theoretical work; whereas, I have the feeling that their practical work is heavier and more down-to-earth." On the other hand, Trevor Slack (1989) maintains

> Much of the work completed to date (and there is a lot of it) has been theoretically weak and often naive. While this may sound overly-critical, I sincerely believe this is the case, and if we in this field do not recognize the fact, we will never move forward. I would also add that although the situation in Canada is not great, the situation in the U.S. is significantly worse.
>
> (Slack, 1989)

Professional Sport Management Association

The third phase in the development of professionalization of sport administration is that of forming a professional association to unite individuals with similar interest in research in sport science in general or one sport science in particular.

Canadian professional development in the area of organization and administration for physical and health education and sport has paralleled the United States evolution. The Cahper special interest group for administrative theory and practice was followed by the development of SMARTS (Sport Management, Arts and Science Society) in the United States. Both developed during the '70s, but for some reason the Cahper special interest group sagged in the '80s (Zeigler, 1989) and the SMARTS association in the U.S.A. died an untimely death due to a number of factors (Boucher, 1986). The void was filled by the development of NASSM (North American Society for Sport Management). Bob Boucher, in his presidential opening address at the first NASSM Conference in Ohio, June 27-28, 1986, stated

> Starting at the very beginning, it is perhaps fair to say that every association has a patriarch/godfather or inspirational figurehead who provides a great deal of direction and support for the founding of such an association. NASSM is no exception, and in our case, there is no question that Earle Zeigler, from the University of Western Ontario, has certainly been the most prominent individual in the development of NASSM.

> It was through Earle's urgings, proddings and encouragement that a number of individuals were moved to take action leading to the founding of the association. No doubt some of you will observe that the development of this association perhaps is long overdue. While the idea of a sports management or sport administration association is not new, this association certainly came into being when Earle Zeigler prompted both myself and Janet Parks of Bowling Green into doing something about it.
>
> (Boucher, 1986:1)

The importance of the establishment of NASSM and the inauguration of the Journal of Sport Management cannot be underestimated in following the steps in Wilensky's progression from an occupation to a profession. NASSM, as constituted, accommodates theoreticians and/or practitioners involved in any mix of the three traditional roles: administrator, educator and/or researcher. NASSM, by accommodating administrators, teachers/coaches and administrators, as well as researchers, provides a forum for all concerned individuals so that restricted sterile academic exchanges can become open and useful, and research and educational information can be exchanged. The excitement caused by personal and social contacts at the annual meeting should not be underestimated nor trivialized. NASSM can in the future fulfill the expectation of Boucher (1989):

> A professional association strengthens the links between members, protects them against exploitation, distributes the professional prestige, encourages communication between members, maintains the professional control over the field as much as possible, encourages that proper protective legislation is enacted, evaluates the preparation and development of future members, determines the competence criteria, emphasizes professional ethics, and distinguishes the members from the rest of society.
>
> (Boucher, 1989)

Earle Zeigler (1989) suggests the challenge for NASSM, Cahper or AAPHERD is to bring together those institutions and individuals involved in the preparation of graduates for administration in physical and health education, sport and lifestyle management to get ready for the 1990s. It is his belief that the variety of undergraduate and graduate curricula require some sort of rationalization and consensus. Those among us who believe in the strength of 'unity through diversity' may challenge the need for conformity. Certainly you cannot question the fact that programs are proliferating and content diversifying. Studies at the turn of this decade showed twenty American institutions (Parkhouse, 1978) and six Canadian institutions (Soucie & Bedecki, 1980) offering masters degrees in sport and/or physical education administration. Descriptive Profile of Graduate Sport Management Programs in Canadian Universities (Soucie, 1988) provides a description of the diversity in terms of institutions, academic responsibilities, title of the degree, type of program, and enrolment. Descriptive Profile of Undergraduate Sport Management Programs in Canadian Universities (Soucie, 1988) shows similar diversity in Canadian university undergraduate programs. A review of the actual course offerings shows considerable diversity in quantity (a minimum of three and a maximum of twelve courses at the undergraduate level and a minimum of five and a maximum of twelve at the graduate level); composition (mix of theory and practice, requirements for internship or courses in Faculties of Business Administration); and certainly in nomenclature (administrative theory and practice goes under fourteen different titles in fourteen

listings and sports administration goes under twelve different titles in thirteen listings) (Soucie & Bedecki, 1980).

Despite these marked differences in conceptualization and design and delivery of these various specialized programs, a number of studies have shown similarities (Carroll, 1978; Kinder, 1975 and Chason, Soucie and Bedecki, 1980). For the most part programs in sport and physical education administration are generalist in nature, focusing on interdisciplinary studies, problem solving in approach and include a field experience or internship as a fundamental requirement (Ulrich & Parkhouse, 1982; Parks and Quain, 1986; Soucie & Bedecki, 1980; Zanger & Parks, 1984; Hardy, 1986; Brassie, 1989).

Opinions vary regarding the specific content of curricula in sport and lifestyle management. Hallett (1982) states that Canadian programs do not adequately deal with hands-on practical management experiences and problems and he favours a curriculum made up of general education courses, professional field experience, business courses (especially marketing and budgeting) and learning of practical managerial skills such as program design, fundraising, applied accounting, writing skills and evaluation and policy research techniques. He proposes accreditation programs following an extensive review to determine the current state and future needs, and even suggests articling and bar-like exams (Soucie, 1986:18).

Parks and Quain (1986) in their study of 368 practicing sports administrators found that of fifty essential areas of sport management studies, four appeared among the top ten choices in each of the six

professional career areas identified: (1) management, (2) interpersonal communications, (3) public relations and (4) budgeting. There seems to be a basis for agreement on curriculum.

Career opportunities in the United States and Canada have also been examined. Parks and Quain (1986), writing in JOHPERD, identified six career areas related to this field:

1. Physical and health fitness industry, which may include clinical or corporate settings, YM-YWCAs, fitness centres, health clubs and community exercise programs;
2. Sport promotion which may include advertising, public relations, media operations;
3. Sport marketing which may include advertising, merchandising, product planning, publicity, research and development and sales;
4. Sport administration management which may include public relations direction, corporate administration of sporting events, contract advising, tournament management and promotion, college athletic direction, management of sport franchises and fundraising management;
5. Sport directing which involves leadership roles in intramurals, campus recreation, recreational sports, club sports and other similar activities;
6. Aquatic management which involves teaching, coaching, operations, organizational supervision of aquatic programs and facilities.

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Soucie (1981) identified various career profiles in Canada with similar responsibilities: (1) professional sport, (2) amateur sport, (3) commercial enterprises, (4) private clubs, (5) facility management, (6) educational institutions, (7) municipal recreation and parks departments, (8) private agencies, (9) government agencies and organizations and (10) professional associations.

Missing in both countries is recognition of our responsibility and opportunity to contribute in the health education area. Mullin pointed out in the Arena Newsletter that "an estimated 150,000 organizations in North America are either wholly or substantially involved in sports." (1980, 1). An equal number of lifestyle management positions probably are available in employee assistance programs, fitness and wellness programs and preventive health education agencies, which have been largely overlooked to date.

Political Lobbying for Sport and Lifestyle Management

In both Canada and the U.S.A. various forms of lobbying and political agitation have been necessary to enable the various sport and lifestyle sciences to evolve to their present professional status.

Based upon what has occurred elsewhere in our physical and health education field, one might anticipate the necessity for some sort of political lobbying with at least three different professional groups. The first discussions have occurred with physical and health education associations (AAHPERD, Cahper, CASS, etc.). Secondly,

sport related bodies such as the National Sport and Recreation Centre, National Parks and Recreation Association, national and provincial/state sport governing bodies, International Olympic and Pan Am Games Committees, national and provincial health and fitness councils, must be convinced of the need for sport and lifestyle management not only as a contributing administrative activity, but also in terms of educational training and evaluation and policy research. Finally, it is necessary to convince research funding agencies (Health and Welfare, Canada Council, National Science and Engineering Research Council, Social Science and Humanities Research Council, Medical Research Council, Fitness and Lifestyle Institute, and the counterparts in the United States, e.g., National Institute for Health, etc.) that sport and lifestyle management research and support systems are both necessary and an integral part of the total development of North American fitness and wellness.

Code of Ethics for Sport and Lifestyle Management

The fifth phase in the chronological evolution of a profession, according to Wilensky (1964), is the development of a Code of Ethics. Usual examples that spring to mind at this level of professional status are the classical professions of medicine and law. However, such ethical codes also exist in any profession which claims public interest and altruistic service, for example psychology and social work. The feature that most discriminates an occupation from a profession is the degree to which the professional group adheres to the ideals of service, rather than self-interest.

True professionals have developed strong codes of ethics which serve to protect the clients. These codes are enforced through peers via the professional association. Such codes of ethics are used to dictate desirable behaviours by practitioners and discourage abuses on their part. Soucie (1986) asks, "Have we in the field of sport administration attempted to develop these codes?" There are examples of codes of ethics within the sport sciences. In 1984, the Canadian Sport Psychology group published through Sport Canada ethical guidelines to outline what type of services, service contracts and expectancies a sport consumer should expect from a sport psychologist or a sport consultant (SCAPPS, 1984). To our knowledge, this is the first document of its type in the world in sport psychology and might be compared to the book prepared on exercise physiology, Guidelines for Graded Exercise Testing and Exercise Prescription, by the American Council of Sports Medicine (ACSM, 1975). Sport and Lifestyle Management desperately needs such a code.

The criterion of "advanced education and specialized training" to be recognized as a true profession is also intimately related to professional practices. Professional decisions are supposed to be made by means of general principle theories or propositions independent of the particular case under consideration (Schein, 1985). In any profession there are certain known facts and principles that have been discovered by predecessors with which present members of the profession do not have to experiment. Can we claim, in the field of sport administration, that we have certain principles and theories on how to handle people, money, information, drugs, etc. . . ., independent

of any particular situation? Events unfolding at the Dubin Commission suggest that sport and lifestyle management in Canada (and probably throughout the world) requires considerable work on our code of ethics and operational procedures manual.

Our undergraduate and graduate programs need a strong orientation towards ethics and service or client orientation. True professionals deal with specific clients whose interests come before that of the profession. Are our sport administrators, coaches and trainers in Canada acting in the best interests of their clients or for "the good of their sport?" As Schein (1985) explains, the professional's relations with his clients are objective and independent of particular sentiments about them. Soucie (1986) asks

> Can sport administrators make decisions, and do they typically make decisions independent of sentiments? Are sport administrators decisions typically made on behalf of their clients and free of self-interest? (Soucie, 1986:8).

Accreditation, Certification and Licensure

Although the three basic forms of credentialling are closely related, they are by definition and action distinctly different. The three forms are: accreditation of institutions (i.e., health and education by provincial/state, regional or national agencies or organizations; 2) certification or registration of personnel; and 3) licensure of individual occupations.

Accreditation and certification are under the control of private agencies, professional associations or government agencies, whereas licensure is under the control of an agency of government. Accreditation

of educational institutions, programs, or both, is a form of a review and regulation under control of governmental agencies. In the United States and Canada accrediting bodies for the most part are classified as voluntary agencies without essential legal authority to compel accreditation; however, a vast majority of educational institutions and hospitals feel a strong compulsion to meet the standards of accreditation. To the consumer this means the institution has met the required standards of quality determined by the accreditation agency.

Certification is often considered a personal credentialling alternative to either licensure or registration. Certification can also be a base for provincial/state licensing standards.

Registration is the process by which qualified individuals are listed on an official roster maintained by a governmental or non-governmental agency. A registration may be the product of a national-level certification program sponsored by a professional association, a provincial/state-level licensure program approved by state/provincial government, or both.

Some confusion exists among accreditation, certification and licensing regarding the concept of competency. Theoretically, licensure is supposed to assure minimal competence; whereas accreditation and certification are designed to promote high standards of education and practice. In reality, certification is often used in place of licensure and only assures minimal competence. However, according to B. Shimberg at the Educational Testing Service: "The purpose of certification is to enable the public in general and employers to identify those practitioners who have met a standard that is usually set well above the minimum level required for licensure." (Shimberg in Salmela, 1985).

Licensure is the process by which an agency of government grants permission to persons meeting predetermined qualifications to engage in a given occupation and use a particular title. Licensure is a government responsibility whose function is to protect society from malpractice by incompetent individuals. The government views licensing as a regulatory device.

The two basic kinds of licensing laws for individuals are: mandatory and permissive laws. Mandatory act is the legal right to practice. Permissive laws allow unlicensed people to practice but they cannot pass themselves off as being licensed.

A professional-practice act has four basic elements: (1) definition of practice; (2) provisions establishing a board of examiners, usually consisting exclusively of others in the profession, to implement and administer the law; (3) enumeration of criteria and qualifications for licensure and procedures to be followed in granting and renewing licenses to qualified applicants; (4) description of conduct in violation of the law and of conduct that establishes a basis for suspension or revocation of a person's license. Under a typical licensing statute, certain educational and training requirements must be satisfied. More than likely the applicant will be expected to successfully complete an examination and possess satisfactory personal qualities.

In the United States there is a strong movement afoot to accredit sport management programs (Boucher, 1989; Brassie, 1989). Jack Razor, Stan Brassie and Annie Clements, a series of NASPE representatives, are carrying this work forward. Brenda Pitts and Larry Fielding,

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of the University of Louisville, are currently conducting an accreditation survey, looking into such issues as:

1. The number, type and location of courses, faculty and students;
2. A definition of sport management, career opportunities available and the competencies sought;
3. The advantages and disadvantages of accreditation and the nature of accreditation (programs and/or individuals).

There seems to be little enthusiasm for accreditation of sport and lifestyle management programs in Canada. In Canada, education, including higher education, is a provincial jurisdiction. For example, graduate programs in Ontario are assessed by the Ontario Council of Graduate Studies. Other provinces and regions have similar bodies which set high standards for programs and faculty. Within that framework, once a program is initiated, institutions are relatively free to make adjustments to existing programs in terms of course content and degree requirements. Any standardization of programs on a national level would have to originate with a professional association such as Cahper or NASSM.

In 1986 an accreditation committee was struck by Cahper with joint representation from the Canadian Council of University Physical Education and Recreation Administrators (Soucie, 1988). The committee has been relatively inactive to date.

Models of Sport Management/Physical and Health Education Administration

Sport managers and physical and health education administrators can be viewed from three perspectives: (1) applied practical administrator/ counsellor, (2) educator, and (3) change agent researcher. First and foremost the physical and health education administrator has been administrator/consultant to individuals and groups involved in physical and health education, recreational sport, athletics and related physical activities. Secondly, these professionals are those involved as educators. The professor of physical and health education administration and sport management offers a great dimension to the undergraduate and graduate preparation of sport and lifestyle managers within the curriculum of physical and health education, human kinetics, kinesiology, human movement, etc. Finally, the sport and lifestyle manager is a change agent researcher moving from observation to description to interpretation, explanation and prediction.

Sport and lifestyle management lends itself to Change Agent Research, wherein the researchers (theoreticians) and the practitioners (clients) work cooperatively to plan, conduct and interpret the results of evaluation and policy research projects (Moriarty, Duthie & Ragab, 1977). Traditionally studies in our field have been respectable in terms of research design and statistical treatment, but irrelevant in terms of social significance and policy change. We have been able to answer the question, "How do we know?" but we have been embarrassed by the question "What of it?" In general on the Canadian and American scenes, physical and health educators have been the best for know how (process) but the worst for know why (product).

This is particularly regrettable, since the field of sport and lifestyle management lends itself not only to multi or interdisciplinary studies, but indeed to trans or metadisciplinary professional task force study/ research bringing together theoreticians and practitioners to combine science and social action. In general, there has been too much synthesis and too little original empirical research. Further, we have had tunnel vision, directing our attention to amateur sport organizations to the exclusion of other voluntary physical and health education agencies.

Summary

Sport and lifestyle managers can contribute as administrators, educators and change agent researchers to service a broader target population, including recreation, leisure, fitness for youth, adults and special populations, as well as professional athletic and amateur sport organizations. In addition to working with and contributing to the National Coaching Certification Program and the various agencies in the National Sport and Recreation Centre, we can also make a valuable contribution in the general field of physical and health education, recreation and to agencies such as the Canadian Fitness and Lifestyle Institute.

In terms of professional training, the sport or physical and health education administrator, educator and/or researcher should have (1) a doctorate or a masters in physical and health education with a speciality in sport management or physical and health education administration; (2) a background in administration in a sport or

physical activity program; (3) reference letters from recognized institutions, organizations or individuals attesting to the applicant's skills in administration, teaching and/or research in a sport or fitness setting; and (4) a personal interview with a review committee made up of professionals focusing on ethics and professional standards.

Professional associations should (1) determine the ethical standards for sport and lifestyle managers; (2) identify the appropriate training and background; (3) indicate who, what, when, where, why and how sport and lifestyle managers may function. Research on the current situation and guidelines for the future will have to deal with issues such as paraprofessionals, internships, applied versus basic research, coursework, primary work in physical and health education versus other areas (sociology, psychology, history/philosophy, etc.), and sport and fitness background and involvement.

Among the concerns which must be addressed are (1) public accountability (town versus gown and more scholar per dollar); (2) a saturated job market which may lead to demand for professional preparation certification/ licensing and hopefully could lead to increased community service; (3) a definition of the role and responsibilities of the sport manager and/or physical and health education graduate involved in administration, education and research; (4) amelioration of the every-present debate of discipline versus profession and applied versus basic research.

Projecting for the future, we can expect:

1. The field will become more applied with pressure from the community to address practical problems and issues, not only in elite athletics, but also in recreation and/or special athletic activities.
2. Life as a sport manager or physical and health education administrator at a university or college will be tougher and more demanding as government restrictions and cutbacks on funding to the universities continue throughout the '90's and pressure increases on university personnel both to service the public and to publish more and higher quality research.
3. As there is a paucity of university and college faculty positions in North America, more graduates will go into private business to utilize their training. Sport administration consultants in the private sector will increase and there will be a change in the type of research done: namely, the research will become more applied, clinical and technique-oriented. Further, the general philosophical orientation towards sport and lifestyle management will become more realistic and less idealistic, and finally the training of undergraduate and graduate students will become more of a vocational emphasis involving internships and the possibility of certification/licensing.
4. There will be more pressure to certify sport and lifestyle managers working out in the field. There will also be considerable pressure to formulate an acceptable code of ethics to which everyone will be required to adhere. Standards of conduct and modes

of behaviour will become more rigidly observed, and hopefully enforced in the future.

5. Sport and lifestyle managers will broaden their perspective to deal not only with league and high profile teams and organizations, but also with the general public and with fitness and wellness oriented agencies.

The development of sport and lifestyle programs in the future also should consider and incorporate the results and recommendations of a study conducted by the American Assembly of Collegiate Schools of Business (AACSB) which are incorporated in the publication, Management Education and Development: Drift or Thrust in the Twenty-First Century? (Porter and McKibbin, 1988). This publication suggests that universities and the organizations they service should work cooperatively to focus attention on the following key issues:

1. Strategic Planning. Curricula should include a course on strategic planning with a long-term perspective of ten to fifteen years.
2. Missions and Niches. More diversity of mission across schools is vital. Schools must resist the propensity towards homogeneity and accept the risk of being different.
3. Undernourished Curriculum Emphasis. Six areas need more attention in the curriculum:
   - 3.1 Curriculum should emphasize broad education and avoid the specification of increased core courses and electives at the expense of opportunities for enrichment elsewhere in the University.

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3.2 The external environment of organizations. Curriculum should strike a better balance between the attention focuses on operational effectiveness (the internal environment) and the outside influences (governmental relations, societal trends, legal climate, international development, and the like).

3.3 The international dimension. Curriculum should incorporate a more thorough and rigorous global perspective.

3.4 The information/service society. Information orientation should be incorporated more pervasively throughout the entire curriculum and in major research activities.

3.5 Cross-functional integration. Curriculum should provide for more synthesis and integration of specialized functional areas, rather than providing a single traditional 'capstone' policy course.

3.6 People skills. Curriculum should focus more attention on developing stronger people skills through management development activities.

4. Faculty preparation and development. Doctoral programs are required to prepare future faculty, not only to be rigorous researchers, but also to have a better understanding of the overall system in which their specialized discipline fits. Equally important, schools need to pay more attention to the lifelong learning needs of their current faculty members.

5. Lifelong learning. University people identified the role (proportion of overall professional efforts, purposes, market they serve, etc.) of non-degree management development activities and utilized executive education and management development programs as instruments for change in curriculum design and teaching methods in traditional degree programs.

In summary, the report recommends "more realistic, practical hands-on education with greater emphasis on the development of people (i.e., leadership/interpersonal skills)" (Porter and McKibbin, 1988:3)

Zeigler (1986) maintains that we should obtain agreement on what all professionals believe they must have and what all professionals seemingly should have.

Must

1. Need for extensive training
2. Significant intellectual component that must be mastered
3. Recognition by society that the trained person can provide a basic important service.

Should

4. Considerable autonomy in work performance.
5. Establishment of professional societies.
6. Establishment of a creed/code of ethics.
7. Licensing by a provincial body.

Right now, we have made a good start on 1 through 5, but are desperately in need of work on No. 6. (establishing a code of ethics) and consideration of No. 7 (licensing by a provincial body).

What we need in sport management and physical and health education administration are professionally trained and competent physical educators with expertise and training in administrative theory and practice, who recognize the long-term benefits of gaining professional status for their occupation. (Zeigler, 1986).

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